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ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with subject matter in secondary grades. The units are designed to reveal career orientation aspects of traditional topics within five major subject areas: English, social studies, mathematics, science, and health and physical education. The lesson plans are presented in brief outline form, but activities range from those of short duration to several weeks. All provide broad objectives, performance objectives, lesson procedures, and materials and resources in all media. The units in English directed to grades 8-12 cover: dangerous careers, social work, law, communications occupations, psychology, unusual occupations, writing, government, history of occupations, job seeking, sales, self-awareness, medicine, and teaching the blind and deaf. (MDW)

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RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT
RADFORD, VIRGINIA 24141

INTRODUCTION TO SECONDARY CAREER EDUCATION ACTIVITIES

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the United States Office of Education which extends until December 14, 1974.

The activity approach was utilized to implement career education concepts on the secondary level. The activities were developed in five major subject areas which include Mathematics, English, Science, Health and Physical Education and Social Studies.

The intent of the activities is to assist in refocusing traditional subject matter content to the extent that career orientation evolves as the original content is presented.

Some career activities are short in duration while others may consume several weeks.

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ENGLISH

CE004006

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"CONVERSATION"

GRADE: 8
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To research the many careers that require the essentials of good conversation and the ability to converse easily.

PERFORMANCE OBJECTIVES:

To improve the skill of good conversation.

To learn which careers require the greatest need for language skills.

To learn how vital a role our language plays in some careers.

LESSON PROCEDURES:

Students will:

work in groups and give demonstrations to class on examples of "good" and "bad" conversation - that is effective and ineffective;

give reports or demonstrations of jobs that require conversation every day - examples: Teachers, T.V. announcers, Lawyers, Doctors, Receptionists, Nurses, Salesmen;

watch and discuss a T.V. announcer and review what makes him effective as a conversationalist.

MATERIALS AND RESOURCES:

Recordings:

"Developing Creative Ability". Valiant I.M.C. Comes in 4 tapes or 2 cassettes.
"Developing Language Arts Skills". Valiant I.M.C.

Resource People:

A sales person from a local department store.
An insurance salesman.
A radio announcer.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"ADVERTISING"

GRADE: 8
SUBJECT: ENGLISH

BROAD OBJECTIVE:

For the students to become more aware of the world of advertising and the many job possibilities associated with this area of the world of work. Also for the students to see themselves as consumers and how they react to the pressures of mass media advertising.

PERFORMANCE OBJECTIVE:

For the students to study and analyze various advertising techniques--radio, television, newspaper, magazine and billboard advertising. They will discuss and study the impact that these techniques have on the consumer and how to judge the quality of the ad--whether it is believable and sincere.

LESSON PROCEDURE:

The students will begin the unit by listening to commercials which have been taped from television. They will bring in newspapers and magazine ads and discuss the strong and weak points. Ads from earlier years will be studied comparing the changes in advertising that have occured through the years. Students analyze the jobs associated with advertising (all areas) and individual reports are given on these jobs. The students, in a follow-up activity, will develop their own ads and present them to the class. Magazine and newspaper ads can be made with simple construction paper and put on the bulletin board, or sophisticated television commercials can be made with the video tape recorder.

MATERIALS AND RESOURCES:

Books:

Amstell, I. Joel. What You Should Know About Advertising. Ocean Publications, Inc., 1969.
Campbell, Hannah. Why Did They Name It? Fleet Press Corp., 1964.
Floyd Clymer's Historical Scrapbook Early Advertising. Bonanza Books, Division of Crown Publishers, 1955.
Wood, James Playsted. This is Advertising. Crown Publishing, Inc., 1968.

Newspapers:

Roanoke Times. Roanoke, Virginia.
Radford News Journal. Radford, Virginia.
The Acorn. School Newspaper.

MATERIALS AND RESOURCES: (Continued)

Filmstrips and Cassettes:

"What's Going on Here - Media and Propaganda". E.M.C. Corp., 1972.

Resource People:

A public relations person.
A newspaper publisher.
A radio announcer.

ADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"A. MOUS MEDICAL RESEARCHER: DR. JONAS SALK"

GRADE: 8
SUBJECT: ENGLISh

BROAD OBJECTIVES:

1. To read an account of a famous American and become aware of his work.

2. To orient students to the jobs available in medical research.

PERFORMANCE OBJECTIVES:

1. The student will appreciate the contribution of Dr. Jonas Salk.

2. The student will be able to describe the various jobs in medical research.

LESSON PROCEDURE:

1. Class discussion of the disease poliomyelitis.

2. Individual research.

3. Oral or written reports.

4. Read "A New Vaccine is Born".

5. Writing assignment "A Career in Medical Research Would Be Interesting Because.....".

6. Resource person.

MATERIALS AND RESOURCES:

Books:

Colman, Hila. A Career in Medical Research. Cleveland: The World Publishing Company.
Pooley, Robert C. "A New Vaccine is Born". All Around America. Scott, Foresman and Company.

Audio Visual:

"Jobs in Health Service" Coronet Films, Chicago, 1971.
"Health Services" Westinghouse Learning Press, New York.

Resource People:

A medical researcher
A chemist

RADFOPD CITY SCHOOLS CAREER EDUCATION PROGRAM

"CREATIVE WRITING"

GRADE: 8
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To research careers in which there is a need for persons with creative writing ability.

PERFORMANCE OBJECTIVES:

To improve expression of original and individual ideas.

To learn that there is a need for persons with creative writing ability in many careers and in which careers this need exists.

To learn basic skills needed to improve writing techniques.

LESSON PROCEDURES:

Student will:

have local author talk to class about his successful writing career.

have local newspaper advertising executive talk to class concerning the importance of creativity in effective advertising.

practice writing creatively - essays, short stories, pr[illegible] commercials and advertisements.

work in groups, researching a career in each group - report findings to class.

MATERIALS AND RESOURCES:

Films:

Jessamyn West - My Hand My Pen. 07310 Available from Educational Motion Pictures, Bureau of Teaching Materials, State Department of Education.
Consumer Power - Advertising. 01610 Available from Educational Motion Pictures, State Department of Education.

Resource People:

Author, advertising manager, creative writing teacher from [illegible] college

Recordings:

"Developing Creative Ability". Available from Valiant I.M.C.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"UNUSUAL OCCUPATIONS"

GRADE: 8
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To read the autobiographical selections from our literature book focusing in on the unusual occupations of the authors.

PERFORMANCE OBJECTIVES:

To learn what an autobiography is.

To become familiar with some contemporary writers.

To become acquainted with some unusual careers.

To develop an awareness that a person's career or job is a very vital part of his life.

LESSON PROCEDURE:

Read following selections from literature book:
"The First Day" - page 327
"Music Inside My Head" - page 334
"from Travels with Charley" - page 344

Read an outside autobiographical selection and make short oral report to class.

Have some local persons who have unusual careers to speak to class.

Work in small groups (3 or 4) and research an unusual occupation.

MATERIALS AND RESOURCES:

Eighth Grade Literature Book:

Foresman, Scott. Counterpoint in Literature. America Reads Series. Pooley, Daniel, Farrell, Gromman, Niles, editors.

Filmstrips, tapes, cassettes dealing with career opportunities (any that are available in a school audio-visual center will feature some unusual occupations)

Resource People:

A song writer or poet, an artist or photographer, a restaurant operator, dorm hostess from college, professional athlete or golf pro, Y.M.C.A. director or playground director.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"THE NEWSPAPER"

GRADE: 8
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To familiarize the students with the newspaper, and to introduce them to careers which are available in the writing, printing, and publishing fields.

PERFORMANCE OBJECTIVES:

To learn the different parts of the paper such as banner, nameplate, flag, headlines, by-lines, editorials, news stories, feature stories, and mast head.

To learn how the newspaper serves as a means of communication and how it influences the life of the community.

To learn what the jobs of editor, managing editor, lay-out and make-up editor, sports writers, feature writers, and news writers consist of.

LESSON PROCEDURES:

Students will:

visit offices of local newspaper, seeing make-up people at work;

have editor or managing editor speak to class on jobs in journalism;

study and discuss various newspapers including own school paper;

work in groups and learning centers to learn the parts of the paper;

make reports on the roles of people involved in the publishing of a paper and on careers in journalism;

publish a mimeographed paper with students assuming the various "jobs".

MATERIALS AND RESOURCES:

Films:

The Newspaper Serves its Community. 65908
Newspaper Story. 37708
Consumer Power - Advertising. 01610

MATERIALS AND RESOURCES: (Continued)

Films: (Continued)

Newspaper Layout. 06510

Films are available from Educational Motion Pictures, State Department of Education.

Resource People:

Staff of local newspaper.
Student editor of school newspaper.

Book:

Adams, Julian and Stratton, Kenneth. Press Time. Prentice Hall, Second Edition.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"OUR TOWN"

GRADE: 8
SUBJECT: ENGLISH

BROAD OBJECTIVES:

1. To enable students to gather facts and to give an impression or reaction in their writing.

2. To make students aware of their town and its industries and businesses.

PERFORMANCE OBJECTIVES:

1. The student will develop skills in gathering information, interviewing, giving an oral report and writing.

2. The student will explore in depth five careers in his town that he finds unusual or interesting.

LESSON PROCEDURE:

1. Have students close their eyes and think about their town for one moment.

2. Have students list as many of the businesses and industries in their town they can think of.

3. Discussion and reaction from the class.

4. Proceed to projects and activities. (The teacher could use as many or as few as desired)

Activities:

A. Use as many adjectives as you need to describe the personality of your town.

B. Develop a topic sentence for a paragraph about the advantages of your town.

C. Develop a paragraph around the topic "What Our Town Needs Most".

D. In a two minute talk give one impression of your town on a certain day, or at a certain time of year.

E. Take an imaginary tour of five businesses or industries in your town and discuss one job you would prefer to do in each one.

F. Research and oral and written reports.

LESSON PROCEDURE: (Continued)

Activities: (Continued)

G. Make a map of your town showing all places of business and industry.

H. Write a poem about your town.

I. Interview one person in your town who is involved in a career you think might be interesting.

J. Write a letter inviting someone you would like to hear to come to your class to talk about their job.

MATERIALS AND RESOURCES:

Books:

Wolfe, Don M., Hamilton, Lela T., and Doherty, Eugene N. Enjoying English 8. Syracuse: The L. W. Singer Company, Inc., 1966.

Kits:

Largo Desk Top Career Kit
SRA Occupational Exploration Kit

Audio Visual:

An American Sampler. Joshua Tree Productions, Inc. CBS News.
(a) "America: Variety and Individualism"
(b) "America And A Job Well Done"

"Where Will You Live and Work" FOM Filmstrip Club, Audio-Visual Division, Popular Science Publishing Company, Inc., New York.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"A COURAGEOUS CAREER"

GRADE: 8
SUBJECT: ENGLISH

BROAD OBJECTIVES:

1. To study a character who displays courage.
2. To explore careers related to construction.

PERFORMANCE OBJECTIVES:

1. The student will appreciate the danger of high rise construction work and the interrelation of fear and courage.
2. The student will be able to describe occupations and skills required in construction jobs.

LESSON PROCEDURE:

1. Class discussion about fear and courage.
2. Read the short story "Danger in the Wind".
3. Individual research and reports.
4. Study of terminology.
5. Writing assignment concerning the dangers the main character faces in his job and his attitude about it.

MATERIALS AND RESOURCES:

Text:

Pooley, Robert C. "Danger in the Wind" All Around America. Scott, Foresman and Company.

Audio Visual:

"Construction" Career Education Clusters, Westinghouse Learning Corporation, New York.

Resource People:

A construction engineer

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"THE RADIO AND YOU"

GRADE: 8
SUBJECT: ENGLISH

BROAD OBJECTIVES:

1. To orient students to the ways in which radio affects them.
2. To explore careers related to radio broadcasting.

PERFORMANCE OBJECTIVES:

1. The student will be able to relate the use of language to the radio.
2. The student will be able to describe the various jobs, the requirements, salaries and benefits related to a career in radio.

LESSON PROCEDURE:

1. Class discussion concerning the role of radio today.
2. Listen to a radio play.
3. Listen to a record of the radio broad cast of "War of the Worlds".
4. Follow up discussion on the impact of radio.
5. Individual research on careers in radio.
6. Prepare a radio show and tape it.
7. Write an essay about a career in radio.
8. Prepare an advertisement for a new product to be introduced on radio.
9. Write a letter requesting information about a career in radio broadcasting.
10. Prepare a booklet, poster or collage of all the jobs related to radio.

MATERIALS AND RESOURCES:

Books:

Caroll, John M. "Your Career in Communications and Broadcasting" (Ch. V) Careers and Opportunities in Electronics. New York: E. P. Dutton and Co., Inc., 1963.

MATERIALS AND RESOURCES: (Continued)

Books: (Continued)

Gunston, David. Marconi, Father of the Radio. New York: Crowell-Collier Press, 1965.

Audio Visual:

"Broadcasting" Classroom World Productions. Bear Films, Inc., 1970.
"The Broadcast Technician" SVE, 1973.
"Television and Radio Service Technicians" Job Opportunity Series. Encyclopedia Britannica No. S81224.

Materials:

National Association of Broadcasters
Public Relations Department
1771 N. St.
Washington, D. C. 20036

Federal Communications Commission
Washington, D. C. 20554

Resource People:

A radio announcer
A radio technician

Field Trip:

Visit local radio station

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"THE WORLD OF COMMUNICATIONS"

GRADE: 8 AND 9
SUBJECT: ENGLISH

BROAD OBJECTIVE:

1. To orient students to the many types of communications that affect them.

2. To explore careers in the world of communications.

PERFORMANCE OBJECTIVE:

The student will be able to relate English to the world of communication and be able to describe the variety of jobs in the communications industries in terms of job title, requirements and salary.

LESSON PROCEDURE:

To make students aware of the necessity of communication, have several students give directions without communicating orally. Proceed by exploring the meaning of communication, tracing it's origin and discussing the various types of communications that affect us daily. Students could then be directed to a bulletin board and learning center that concentrates on one area of communications and its associated careers. Daily lesson plans could be done by either the teacher or students or both. These lessons should concentrate on one area, giving the class necessary background information. Students should then be allowed to work on related projects for the remaining class time under the direction of the teacher.

Projects:

1. Interview a person in a communications occupation.

2. Write a letter to an industry or corporation requesting information about your interest in a particular communications career.

3. Construct a booklet or poster related to a career in the world of communications. This must include one magazine article, one newspaper article, a want ad, and a picture or cartoon that is related to communications careers.

4. Develop an original skit about a communications career to be performed before the class and if possible to be video taped.

5. Make up your own product, write an advertisement for it, arrange to present it to the class and if possible to have it video taped.

Projects: (Continued)

6. Prepare your own news show, or weather report.

7. Write your own radio play, tape it and present it to the class (concentrate on sound effect).

8. Prepare and tape a radio announcement.

9. Write an essay "Why I Would Like To Be A _____" or "Why I Could Never Be A _____"

10. Prepare your own filmstrip and narrative on topic of your choice. For example: "How To Make A Movie".

MATERIALS AND RESOURCES:

Basic Text:

Agee, Warren K.; Ault, Phillip H.; Emery, Edwin. Introduction to Mass Communications. Dodd, Mead and Company, 1970.

Supplements:

Hogben, Lancelot. The Wonderful World of Communication. Doubleday, 1969.
Lineberry, William P., Editor. Mass Communications. H. W. Wilson, 1969.
Neal, Harry Edward. Communication From Stone Age to Space Age. Messner, 1960.

Filmstrips: (with cassette tapes)

"Mass Media: Impact on a Nation". Guidance Associates, 1971.
"Careers in Film Making". Educational Dimensions for Current Affairs, 1971.
"Writing Careers in Advertising". Educational Dimensions, 1968.
"Careers in Television". Educational Dimensions, 1968.
"And Now a Word From Our Sponsor". Grolier Educational Corp., 1970.
"Communications and Media". Westinghouse, 1973.

Tape:

"Broadcasting". Bear Films, Inc., 1970.

Charts:

Careers for Good Speakers. Walch, 1969.
Careers for Good Writers. Walch, 1969.
Newspaper Careers. Walch, 1969.

Resource People:

Director of Publicity and Information Services - College

MATERIALS AND RESOURCES: (Continued)

Resource People:

Disc Jockey
Newspaper Employee
Television Station Employee

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"COULD YOU HAVE BEEN HELEN KELLER'S TEACHER?"

GRADE: 9
SUBJECT: ENGLISH

BROAD OBJECTIVES:

1. To study an autobiography as a type of literature.
2. To explore careers in working with the blind and the deaf.
3. To appreciate the special qualifications of the teachers of the blind and deaf.

PERFORMANCE OBJECTIVES:

1. The student will be able to evaluate an autobiographical account of Helen Keller.
2. The student will be aware of occupations in working with the blind and deaf, training necessary, and the benefits.

LESSON PROCEDURE:

1. Class discussion of importance of sight and hearing.
2. Discussion of Helen Keller and Anne Sullivan.
3. Discussion and information regarding careers.
4. Individual reports.
5. Read "The Great Day".
6. Writing assignment: "Why I Would (or Would Not) Like A Career in Working With the Deaf and Dumb".

MATERIALS AND RESOURCES:

Books:

Brown, Marion Marsh and Crone, Ruth. The Silent Storm. New York: Pocket Books, 1968.
Pooley, Robert C. et al. Outlooks Through Literature. "The Great Day" (page 178) Scott, Foresman and Company, 1964.

Materials:

"The One-Hand Manual Alphabet"
"Understanding Braille"
American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

MATERIALS AND RESOURCES: (Continued)

Materials: (Continued)

"Will You Be My Teacher?"
Alexander Graham Bell Association For the Deaf, Inc.
1537 35th Street, N.W.
Washington 7, D. C. 20007

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"WOULD YOU LIKE TO BE ANOTHER JULIUS CAESAR"
(Careers in Shakespeare's Play)

GRADE: 10
SUBJECT: ENGLISH

BROAD OBJECTIVES:

1. To familiarize students with the play, Julius Caesar.
2. To discover modern occupations parallel to characters' occupations within the play.

PERFORMANCE OBJECTIVES:

1. The student will have a working knowledge of a Shakespearian play.
2. The student will be more aware of positions in government, the law, and in political science.

LESSON PROCEDURE:

1. Read and discuss the play.
2. Bring in parallel occupations in discussion of characters' jobs within play.
3. At end of discussion of play, assign individual reports on parallel occupations.
4. Role playing and modernization of characters' occupations.
5. Resource people such as lawyers, judges, political scientists.
6. Rewriting of portions of the play with modern occupations - perhaps using well known people in government.
7. Use of audiovisuals and books.

MATERIALS AND RESOURCES:

Text:

Farrell, Edmund J., et al. Exploring Life Through Literature. Scott, Foresman and Company, 1973.

Books:

Bailey, F. Lee. The Defense Never Rests. Stein, 1971.
Batter, David. Politicians and What They Do. Franklin Watts, 1961.
Chamberlin, J. H. Law Enforcement. Walck, 1963.

MATERIALS AND RESOURCES: (Continued)

Audio Visuals:

Law. Law As A Profession. Classroom World Productions. (Cassette Tape)
Criminology. Classroom World Productions. (Cassette Tape)
Working In The Political World. Eye Gate, 1972. (Sound filmstrip)

Occupational Briefs. Occupations Explorations Kit. SRA, 1973.
#72 Foreign Service Workers
#9 Lawyers
#366 Political Scientists

"Your Career In Law". (Motion Picture) MAL, 1956.
"Is A Career In Government For You?" (Motion Picture) 1972, AIMS.

Other Resources:

Resource people from local government:

Lawyer
Judge
State Senator
Lieutenant Governor

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"A SOCIAL WORKER IS NEEDED!"
("Roy's Wound")

GRADE: 10
SUBJECT: ENGLISH

BROAD OBJECTIVES:

1. To teach the short story as a genre.
2. To teach social protest literature.
3. To discuss social work in relation to the story, "Roy's Wound".

PERFORMANCE OBJECTIVES:

1. The student will understand the short story as a particular and separate type of literature.
2. The student will observe black social literature.
3. The student will become conversant with the importance of social work.
4. The student will gather information concerning the qualifications necessary for becoming a social worker.

LESSON PROCEDURE:

1. Reading of "Roy's Wound".
2. Discussion of story as a genre.
3. Discussion of story as social protest.
4. Discussion of need for social worker to come to this family.
5. Assigning of reports on closely related fields of social work.
6. Resource person.
7. Books.
8. Audiovisuals.

MATERIALS AND RESOURCES:

Text:

Farrell, Edmund J., et. al. Exploring Life Through Literature. Scott, Foresman and Company, 1973.

MATERIALS AND RESOURCES: (Continued)

Books:

Ferguson, Elizabeth. Social Work. Lippincott, 1969.
Gell, Frank. The Black Badge: Confessions of a Caseworker. New York: Harper, 1969.
Public Affairs Pamphlet. Unlocking Human Resources: A Career In Social Work by Pat W. Soyka. The Public Affairs Comm., 1971.

Audiovisuals:

Social Worker. Classroom World Productions. (Tape)

Other Resources:

Social worker from City and from Community College.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"ENGLISH SKILLS IN THE SALES FIELD"

GRADE: 10
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To help students to become aware of the need for good basic English skills in the field of salesmanship.

PERFORMANCE OBJECTIVE:

To access the need for English skills in a selling occupation.

LESSON PROCEDURE:

1. Students are directed to a display of books, magazines, and pamphlets describing careers in salesmanship and their requirements with special attention to be given to how frequently these qualifications relate to good English habits.

2. An informal talk and discussion period will be led by Mr. Don Dobbins, instructor of Distributive Education, emphasizing the relationship between good English usage and success in Distributive Education and future employment in the sales field.

3. An informal talk and discussion period will be led by one or more local merchants or salesmen concerning the importance of good English usage on the job.

4. Several students who are presently employed in selling will present an oral report concerning how good English usage is necessary in his job.

5. The class will complete several activities pertaining to the ways skill in written English might be necessary to a salesman.
   a. the sales message
   b. orders
   c. order acknowledgements
   d. adjustments

MATERIALS AND RESOURCES:

Book:

Awner and Burtness. Effective English for Business Communication. South-Western Publishing Co., 1970.

MATERIALS AND RESOURCES: (Continued)

Sound Filmstrips:

Job Opportunities in a Department Store. Singer Educational and Training Products. Chicago, Illinois.

Marketing Careers:

Working With People. Avid Corporation, Instructional Systems Division. East Providence, Rhode Island.

Records:

Careers in Selling. Folkways Records and Service Corporation. New York, New York, 1961.
How to Open and Close A Sale. Businessmen's Record Club. Norman, Oklahoma.

Tape:

Selling. Bear Films, Inc. Baldwin, New York.

Magazine:

"Getting the Goods on Careers in Marketing and Distribution". Career World, Vol. 2, No. 8. Mid April, 1974. Curriculum Innovations, Inc. Highwood, Illinois, 1974.

Speakers:

Distributive Education Instructor
Local merchants and salesmen

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"A CAREER IN LAW"

GRADE: 10 OR 11
SUBJECT: ENGLISH 10 OR 11

BROAD OBJECTIVE:

To interpret the concept of justice through a study of the novels, To Kill a Mockingbird and The Ox-Bow Incident and to acquaint students with the possibilities of a legal career.

PERFORMANCE OBJECTIVES:

1. To study To Kill a Mockingbird and The Ox-Bow Incident as works of art.

2. To study the novel as a literary form.

3. To analyze the characters of each as individual types and to apply this analysis to the student's role in school and community.

4. To define justice and discuss its application to the novels and life in today's world.

5. To discuss the possibilities of a career in law.

LESSON PROCEDURE:

1. Each student will read and discuss the novels on a chapter by chapter basis with special attention to structure, plot, characterization, and the concept of justice and its application to the novels as well as to everyday life.

2. The class will discuss the role of the lawyer in his community including such practical aspects as requirements for a legal career, work performed, employment possibilities, and income.

3. Students will master a vocabulary list of legal terms.

4. An informal talk and discussion period will be led by a local lawyer.

5. Oral and written reports will be presented to illustrate the various areas of a legal career.

6. Television programs related to the legal field will be discussed.

MATERIALS AND RESOURCES:

Books:

Harper Lee, To Kill a Mockingbird.
Wilbur Van Tilburg Clark, The Ox-Bow Incident.
Occupational Outlook Handbook.

Television Programs:

Ironside
Owen Marshall

Tape:

Law As A Profession. Classroom World Productions.

Speaker:

Local lawyer

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"PREPARATION AND PUBLICATION OF A NOVEL"
(From Writer to Reader)

GRADE: 10 or 11
SUBJECT: ENGLISH

BROAD OBJECTIVES:

1. To teach the novel as an art form.

2. To explore careers connected with the writing and subsequent publication of a novel.

PERFORMANCE OBJECTIVES:

1. The student will be made aware of the wide variety of occupations necessary to the publication of a book.

2. The student will be conversant with the training and qualifications necessary for occupations such as the following:

   A. Editor
   B. Printer
   C. Proof-Reader
   D. Secretary
   E. Writer
   F. Promotions Managers - Businessmen
   G. Salesmen - Books
   H. Advertising

LESSON PROCEDURES:

1. Introduce, read, and discuss a modern novel. (20th Century)

2. Discuss careers necessary to the writing and publication of a work of literature.

3. List occupations suggested.

4. Assign individual reports on each occupation.

5. Use additional audiovisual materials.

6. Talk by local writer on how a book is published.

7. Talk by local printer.

8. Visit to local printing press.

9. Use of books and audiovisuals.

MATERIALS AND RESOURCES:

Text:

Salinger, J. D. The Catcher In The Rye.
(Any other suitable 20th Century Novel.)

Books:

Lobsenz, Norman. Writing As A Career. Walck, 1963.
Love, Albert, ed. Listen to Leaders In Business. Atlanta, Tupper, & Love, 1963.
Rogers, Frances. Painted Rock to Printed Page. Lippincott, 1960.
Swain, Dwight V. Tricks & Techniques of The Selling Writer. Doubleday, 1965.

Audio Visual:

Occupational Briefs in Occupations Explorations Kit. SRA, 1973.
#355 Book Editors
#63 Advertising Workers
#361 Advertising Copywriters
#113 Bookshop & Bookstore Salesclerks

Desk Top Kit. Careers, Inc., Largo, Florida, 1970.
#164 Advertising Workers
#130-39 Writer
#203 Typist
#209 Proofreader
#650-59 Printing Trade

"Your Career In Printing". (Motion Picture) MLA, 1956.

Secretarial Careers. Classroom World Productions, 1971. (Tape)

Secretarial Careers; A Poster Series by Jane White and Glenn Pearce. J. Weston Walch, 1970.
Careers for Good Writers: Posters by Marion Roberts. J. Weston Walch, 1970.
Writing Careers in Advertising. Educational Demensions, 1968. (Sound filmstrip)
Business and Office. Career Education Clusters. Westinghouse Learning, 1972. (Sound filmstrip)

Resource People:

A local writer (published)
A local printer

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"THE JOB INTERVIEW"

GRADE: 11
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To enable students to prepare for and successfully complete a job interview.

PERFORMANCE OBJECTIVES:

1. To know the steps required in securing an appointment for a job interview.
2. To describe the proper dress and appearance necessary to create a good impression.
3. To describe the proper behavior and attitude for an interview.
4. To study hand-out sheets and basic information including vocabulary words.
5. To score 75% or above on a quiz pertaining to job interviews.

LESSON PROCEDURE:

1. The teacher will provide students with hand-out sheets. (see materials)
2. The teacher will provide students with basic information concerning a successful interview.
3. The teacher will provide vocabulary words and students will discuss the definition of these.
4. The students will view two filmstrips "Your Job Interview" and "The Job Interview".
5. The class will discuss the importance of being on time for the interview.
6. The class will discuss the importance of proper dress and a good overall appearance.
7. Students will discuss the importance of proper behavior and attitude.
8. An informal talk and discussion period will be led by the personnel director of a local firm.

LESSON PROCEDURE: (Continued)

9. Students will use role playing, several selecting a job in which they are interested and preparing for an oral interview for that job. The teacher will act as the interviewer and will acquaint the applicants with the criteria by which each will be evaluated(see materials). The interviewer and all other students will have a scoring instrument and will rate each applicant.

10. A quiz will be administered to test each student's awareness of the proper procedure for a job interview.

MATERIALS AND RESOURCES:

Sound Filmstrips:

The Job Interview. AVID Corp.
Your Job Interview. Guidance Associates.

Information Sheets:

#1 Terms and Definitions
#2 Why People Aren't Hired
#3 Questions Often Asked During the Interview

Books:

Career Exploration and Planning. Houghton Mifflin Company, 1973.
The Teenager and the Interview. Richards Rosen Press, Inc., 1971.

Speaker:

Personnel Director of local firm

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"WRITING A LETTER OF APPLICATION"

GRADE: 11
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To learn the exact procedure for creating an effective and successful letter of application.

PERFORMANCE OBJECTIVES:

1. To realize the importance of the job application as probably the single most important factor in securing a job.

2. To learn the steps in correctly planning and writing a letter of application.

3. To become acquainted with the common errors many young applicants make and guard against these.

LESSON PROCEDURE:

1. The class will recognize the importance of creating a favorable appearance by using such tools as appropriate stationery, typewriting, neatness, etc.

2. Students will study the procedure used in writing the letter:

   a. establish a point of contact by stating your purpose;
   b. show an understanding of the employer's needs and the requirements of the position;
   c. show how your education and previous experience fit these requirements;
   d. mention your personal qualifications such as your interest in the employer's type of business;
   e. give references;
   f. make a direct request for an interview.

3. The students will discuss the importance of using concrete details, flashes of human interest, and good tone to increase the effectiveness of the letter.

4. The students will discuss such pitfalls to avoid as negative statements, misrepresentation of facts, illogical organization, lack of supporting details, and vague expression.

Activities:

1. Choose from your local newspaper several help-wanted advertisements which interest you and write an effective

LESSON PROCEDURE: (Continued)

Activities: (Continued)

letter of application for one.

2. Scan the yellow pages of your local telephone directory for a business firm at which you are interested in working. Write an unsolicited letter of application to the firm.

3. From your friend Miss Susan Black, a teacher of elementary education in your local elementary school, you have learned that a position will be open in January for a 4th grade teacher. As a college graduate with two years of experience, write a letter of application requesting an interview.

4. Pretend that you are a prospective employer and study a list of twenty sentences taken from applications. Point out errors or weaknesses in each.

5. Study several sample letters of application and evaluate them. Rewrite any which are not effective.

6. Pretend that circumstances make it necessary for you to quit school and enter the work force. Evaluate the skills you currently possess and list the jobs for which you would be qualified. Write letters of application for these jobs.

MATERIALS AND RESOURCES:

Books:

Aurner and Burtress. Effective English for Business Communication. Southwestern Publishing Co., Cincinnati, Ohio, 1970.

Sound Filmstrips:

The Job Application. Avid Corporation, Instructional Systems Division. East Providence, Rhode Island.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"DO YOU WANT TO BE ANOTHER HENRY DAVID THOREAU?"

GRADE: 11
SUBJECT: ENGLISH

BROAD OBJECTIVE:

1. To familiarize students with the life and works of Thoreau.

2. To discuss careers similar to some of Thoreau's.

PERFORMANCE OBJECTIVE:

1. The student will be conversant in the works of Thoreau.

2. The student will learn several occupations similar to Thoreau's, specifically those of furniture maker, mason, writer, and farmer.

LESSON PROCEDURE:

1. Discuss Thoreau's life.

2. List occupations he held.

3. Discuss and assign reports on furniture maker, mason, writer, and farmer.

4. Filmstrips and other materials.

5. Read excerpts from texts on Thoreau in pursuit of his occupations.

6. Invite resource speakers.

MATERIALS AND RESOURCES:

Text:

Miller, James E. Jr., et. al. The United States In Literature. Scott, Foresman, 1973.

Books:

Lobsenz, Norman. Writing As A Career. Walck, 1963.
Rogers, Frances. Painted Rock To Printed Page. Lippincott, 1960.

Audio Visuals:

Occupational Briefs. Occupations Explorations Kit. SRA, 1973.
#22 Bricklayers
#23 Carpenters
#48 Farmers, Vegetables

MATERIALS AND RESOURCES: (Continued)

Audio Visuals: (Continued)

#124 Furniture Manufacturing Workers
#275 Writers, Free-lance

Desk Top Kit. Careers Inc., Largo, Fla., 1970.
#130-39 Writer
#861 Stonemason
#763 Furniture Finisher

The Bricklayer. Eye Gate, 1972.
Farming Industry. Classroom World Productions, 1972. (Tape)
Careers for Good Writers: Posters by Marion Roberts. J. Weston Walch, 1970.

Resource People:

Local farmer
Furniture and cabinet maker
Mason
Local writer

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"A CAREER IN PSYCHOLOGY"

GRADE: 11
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To read and interpret the novel The Scarlet Letter analyzing the psychological effect of sin upon each main character and to research the possibilities of a career in psychology.

PERFORMANCE OBJECTIVES:

1. To study The Scarlet Letter as a literary art form.

2. To analyze each of the four major characters in terms of Hawthorne's basic themes.

3. To relate this analysis to psychology as a career.

LESSON PROCEDURE:

1. Each student will read and discuss the novel on a chapter by chapter basis, paying particular attention to plot, structure, symbolism, and characterization.

2. The class will study Hawthorne's basic theme concerning the psychological effect of sin and will interpret each character's behavior in terms of that theme.

3. The class will study Hawthorne's supporting themes of Isolation and the Unpardonable Sin and will discuss how certain characters illustrate these themes and how some achieve redemption in the end.

4. The students will explore the field of psychology and the possible careers open in this field including the requirements for each.

5. Students presently taking the course offered in psychology will give oral reports to stimulate interest in and a better understanding of the field.

6. An informal talk and discussion period will be led by a local authority in the field of psychology or a representative of a local help center.

7. Students not participating in number 5 will do one of the following activities:
   a. a written paper concerning the psychological aspects of some other literary work we have studied.

LESSON PROCEDURE: (Continued)

b. an oral report by working students on how psychology relates to their job.

c. an oral report based upon an interview with someone in the community whose work is related to psychology.

MATERIALS AND RESOURCES:

Books:

Hawthorne, Nathaniel. The Scarlet Letter.

Speaker:

Local authority in the field of psychology.
A representative of a local help center.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"THE GLASS MENAGERIE"
(Occupations in Play Production)

GRADE: 11
SUBJECT: ENGLISH

BROAD OBJECTIVES:

1. To study a twentieth century play.

2. To study play production.

3. To discuss several occupations necessary to the production of a play.

PERFORMANCE OBJECTIVES:

1. Each student will be knowledgeable in play production.

2. The student will be familiar with a modern work of drama.

3. The student will gather information on careers such as actor, director, musician, costumer, set designer.

LESSON PROCEDURE:

1. The class will read and discuss the play as a twentieth century art form; perhaps including role playing.

2. Discussion of how the play would be produced on stage will follow.

3. Filmstrips and other materials relevant to play production will be presented.

4. Reports by students on various careers within the field of drama.

5. Resource people.

6. Actual visitation of a theatre production.
   1. Radford College
   2. "The Long Way Home"

MATERIALS AND RESOURCES:

Text:

Miller, James E., Jr., et. al. The United States in Literature. Scott, Foresman, 1973.

MATERIALS AND RESOURCES: (Continued)

Books:

Ball, Zachary. Tent Show. Holiday, 1964.
Butler, Mildred Allen. Actress In Spite of Herself: The Life of Anna C. Mowatt. Funk & Wagnalls, N. Y., 1966.
Cole, Toby and Chinoy, Helen, eds. Actors On Acting. Crow, 1970.
Dalrymple, Jean. Careers and Opportunities In The Theatre. Dutton, 1969.
Fiore, Evelyn. Ginny Harris On Stage. Doubleday, 1965.
Rick, Alan. Careers and Opportunities In Music. Dutton, 1964.
Roth, C. J. and Weiss, Adele. Art Careers. Walck, 1963.

Audiovisuals:

Fine Arts and Humanities. Career Education Clusters. Westinghouse Learning Press, 1972. (Sound filmstrip)
Careers In Music: A Poster Series by Gene Stanford. J. Weston Walch, 1970.

Careers Desk Top Kit. Careers, Inc., Largo, Fla., 1970.
#150 Actors and Actresses
#187 Theatre Manager

Actor Part I and Part II, 1970 (Motion Picture)

Occupational Briefs. Occupational Explorations Kit. SRA, 1973.
#62 Actors and Actresses
#396 Composers
#142 Designers, Fashion
#98 Theatre Managers
#291 Arts, Fine

Other Resources:

Professors of play production - Radford College
Actors, directors, set designers from local theatre groups or "The Long Way Home".

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"EXPLORING THE OPPORTUNITIES IN THE FIELD OF NEWS REPORTING"

GRADE: 12
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To understand the major duties and responsibilities of the news reporter.

PERFORMANCE OBJECTIVES:

1. To examine the qualifications and aptitudes of the news reporter.

2. To gain knowledge of the advantages and disadvantages of this occupation (news reporting).

3. To become familiar with the educational requirements and the personal characteristics needed for success in this field.

LESSON PROCEDURE:

Activities:

1. Study the filmstrip "The Newspaper Reporter" to learn what is expected of a reporter.

2. Invite a news reporter to describe his duties, his skills, and his qualifications for his position.

3. Study the format for writing news reports - understand that in news stories the reporter gives the main idea in the first paragraph.

4. Examine several news stories and note how carefully the reporter reports the facts without giving his opinion.

5. Select several news stories and find the five W's in the lead.

6. Compile a list of terms that the reporter would need to know.

7. On file cards or slips of paper write situations that a reporter might use for a news story. Deposit these suggested situations in a box. (Each member of the participating group may write several situations.) Draw one or two situations from the box and develop each into a news story.

LESSON PROCEDURE: (Continued)

Activities: (Continued)

8. Imagine that you are a news reporter and write a short paper on some of the disadvantages of being a reporter.

9. Write a letter to a friend telling him why you like being a reporter.

10. Read books (fiction or fact) about news reporters. Share your reading with others who are interested through book reviews or book discussions.

11. Invite staff members of the school newspaper to discuss their duties and explain some of their problems in news gathering.

12. Write news reports for the school newspaper and the local papers.

13. Gather information on news reporting and news reports and prepare questions for a quiz program dealing with this career.

14. Experiment with various grammatical forms for beginning a lead.

15. Interview the guidance counselor or the career coordinator to learn about educational offerings in the field of reporting.

16. Prepare a resume' of personal qualifications for success as a reporter.

MATERIALS AND RESOURCES:

Filmstrips and Cassettes:

Exploring the World of Work. Wilson Educational Cassettes.
702-709 Fresh Perspectives in Composition, "Tips on Writing the News Story". Eye Gate House.
161SATC The Newspaper in America. Singer Society for Visual Aids, Inc.
6103 The Newspaper Reporter. Singer Society for Visual Aids, Inc.

Books:

Emery, Ault and Agee. Introduction to Mass Communications. Dodd, Mead & Co., 1970.
Mott, George and Others. New Survey of Journalism. Barnes and Noble, Inc., 1970.
Westdal, Lockerbie. Success in Writing. Addison-Wesley Publishing Co., 1970.

MATERIALS AND RESOURCES: (Continued)

Other Resources:

Local newspapers.
Library books - fiction and fact.
Staff members of local newspapers and school newspaper.
Guidance and career education personnel.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"WHAT'S MY LINE?"
(AN ORAL PRESENTATION OF ACTIVITIES IN VARIOUS OCCUPATIONS IN WHICH STUDENTS ARE ENGAGED)

GRADE: 12
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To acquire knowledge of characteristic activities associated with a number of occupations.

PERFORMANCE OBJECTIVES:

1. To gain a broad understanding of many occupations.
2. To be able to use factual information about occupations to make vocational choices.
3. To know the classification of occupations in our society.
4. To understand the nature of work and the motive for work.
5. To be able to convey in concise, effective language the importance of work.

LESSON PROCEDURE:

1. Each student who is presently employed or who has participated in a summer work program will have an opportunity to present a demonstration of some skill or some phase of his employment.
2. Listening students will formulate questions concerning other phases of the work, and the speaker will answer these questions.
3. Students will compile a list of words which seem to be associated with each speaker's employment. These words will be recorded on a poster labeled Vocabulary For Careers and will be used in appropriate vocabulary activities.
4. Employers of the student speakers may be invited to give additional information about the various occupations and to re-enforce the student speakers' remarks.
5. Students will have an opportunity to do individual research. They may share their findings through documented papers and/or oral reports.
6. Students will compile a list of employment opportunities that are available for students in this area - some may wish to apply for some of the part-time or summer jobs.

LESSON PROCEDURE: (Continued)

7. Review methods of research and letter writing.

MATERIALS AND RESOURCES:

Desk Top Careers. Careers. Largo, Florida.

Occupational Handbook. Department of Labor, Bureau of Labor Statistics.

SRA O.E.K. Kit

Books:

Tanner, et. al. English 12. Addison Wesley Publishing Co.
Wiksell, Wesley. Do They Understand You? The Macmillan Co., 1967.

Resource People:

Student employees
Employers
Career Program Personnel
Guidance Counselors

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"EXPLORING OPPORTUNITIES FOR CAREERS IN NEWSPAPER AND MAGAZINE ADVERTISING"

GRADE: 12
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To become familiar with opportunities for careers in newspaper and magazine advertising.

PERFORMANCE OBJECTIVES:

1. To explore the career opportunities in the advertising field and to discover the qualifications for advertising personnel.

2. To be able to evaluate newspaper and magazine advertisements for promotional effectiveness and consumer reaction.

3. To understand and evaluate propaganda devices that are used in advertising.

4. To be able to compose and lay out effective advertising copy.

LESSON PROCEDURE:

1. Make a chart of career opportunities and qualifications for advertising personnel.

2. Study newspaper and magazine advertisement technique and placement.

3. Study and discuss the value of advertising in mass communication.

4. Collect advertisements from newspapers and study the propaganda devices that are used. Make a collage of these advertisements.

5. Delete loaded words and phrases in advertisements or substitute less effective words and phrases to discover the impact of the right word in the right place.

6. Study the effect of color in advertisements. Make photostatic copies of colorful advertisements and study the difference in eye appeal.

7. Compile a set of questions pertaining to advertising careers and seek the answers from resource personnel or from research activities.

8. Invite local advertising managers or consultants to discuss opportunities in the advertising field.

LESSON PROCEDURE: (Continued)

9. Observe individually or in groups advertising personnel in local positions.

10. Compose copy for one or two effective advertisements and make lay out for each.

MATERIALS AND RESOURCES:

Newspapers:

The Roanoke Times
Richmond Times Dispatch
Radford News Journal
Other newspapers as needed.

Current Magazines

Books:

Alger, Ralph. The Road To Better English. Cambridge Book Co., Bronxville, New York.
Brewton, Kinnick, et. al. Using Good English. Laidlaw Brothers, Puglishers.
Emery, Ault and Agee. Introduction to Mass Communications. Dodd, Mead and Co., 1970.

Filmstrips:

Writing Careers in Advertising. 406, Educational Dimensions Corporation.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"WHO AM I? WHAT CAN I DO?"
A SEARCH FOR IDENTITY IN THE WORLD OF WORK

GRADE: 12
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To discover the individual's potential for success in a particular career and to assume the responsibility of developing that potential.

PERFORMANCE OBJECTIVE:

1. To become knowledgeable about various vocations.

2. To use a logical approach in critical thinking.

3. To evaluate one's self in terms of talent, personality, and objectives in regard to careers and to reach sound conclusions.

4. To synthesize and organize pertinent material for decision making.

LESSON PROCEDURE:

1. View and study filmstrips, "The World of Work", "An Introduction to Vocations", "Finding A Career", and "What Can You Do?".

2. Make a chart of three or four careers that interest you and list your personal characteristics that would be helpful in each career.

3. View the filmstrips, "Job Shopping" and "Working for Someone Else", then go shopping (visit as many places of employment as you can - be sure to get permission from the managers), observe the working conditions in these locales, talk to employees about the work, and write a report of each visit and each interview.

4. Find out all you can, by reading and observing, about the careers in which you are interested. Keep a folder of information that you gather.

5. Take standardized test (Ability and Interest) and have the guidance counselor interpret these in terms of your career choice.

6. Compile a list of vocabulary words related to your career interests and to the personal qualifications necessary for that career.

LESSON PROCEDURE: (Continued)

7. Study guidance material to find prerequisites for further study in your chosen career.

8. Write a short paper on why you are interested in a particular career.

9. Talk over your vocational plans with your parents and others who can give you insight.

10. Prepare questions for an interview with people who are engaged in work in which you are interested. Interview as many as you can. Keep notes on each interview and make comparisons.

11. If it is possible, secure part-time employment in the field in which you are interested or in a related field. Evaluate your interest and your accomplishments in this endeavor.

12. Seek information on educational opportunities in the field and become informed about requirements and advancements.

MATERIALS AND RESOURCES:

Film strips:

Finding Your Job
X340E "Getting A Better Job". Eye Gate House.
X340F "Finding A Career". Eye Gate House.
X340C "Job Shopping". Eye Gate House.
X340D "The Job Interview". Eye Gate House.
X340A "Working For Someone Else". Eye Gate House.
X340B "What Can You Do?". Eye Gate House.
Vocational Decisions
C788-2 "The World of Work". Eye Gate House.
C788-1 "An Introduction to Vocations". Eye Gate House.
C788-3 "Counselling in Vocational Decisions". Eye Gate House.

Occupational Handbook. Department of Labor.

Desk Top Careers. Careers. Largo, Florida.

Resource People:

Guidance and career program personnel.
Managers and personnel managers at locales.
Workers who are presently employed.

Current magazines.

Library books appropriate for individual needs.

RADFORD CITY SCHOOLS CAREER EDUCATION PROGRAM

"CHAUCER'S PILGRIMS ARE ALIVE AND DOING WELL"
CAREERS OF CHAUCER'S TIME ARE STILL IN STYLE

GRADE: 12
SUBJECT: ENGLISH

BROAD OBJECTIVE:

To understand the permanence of vocations and professions.

PERFORMANCE OBJECTIVES:

1. To understand the growth of career opportunities from Chaucer's time to the present.

2. To realize the diversity of job opportunities in today's society.

3. To become better informed of advantages and disadvantages of certain occupations and professions.

LESSON PROCEDURE:

1. Make a list of occupations and professions of the Canterbury Pilgrims. Place an asterisk by each one that is a part of modern society.

2. Discuss the pilgrims' personality in relation to their occupations or professions.

3. Interview people in the community with occupations and professions comparable to those of Chaucer's Pilgrims to discover personal qualifications and appitudes that are necessary for success in various careers today

4. Make a chart or bulletin board showing how various medieval occupations and professions have become diversified and how modern science and technology affect the world of work.

5. Discuss the educational and vocational opportunities that are available for the various fields of work.

6. Use role playing (a pilgrimage of modern workers) to emphasize the importance of various occupations and the interdependence of the vocations.

MATERIALS AND RESOURCES:

Book:

Chaucer, Geoffrey. The Canterbury Tales in England in Literature. Scott Foresman and Company, 1973.

MATERIALS AND RESOURCES: (Continued)

Resource People:

Local merchant, priest, lawyer, teacher or scholar, sailor, farmer, cook or chef, minister, doctor, and others that can give insight.